

W M Anderson Primary

500 Lexington Avenue
Kingstree, SC 29556

Grades	PK-3 Elementary School	
Enrollment	723 Students	
Principal	Dr. Teresa H. Wright	843-355-5493
Superintendent	Ralph C. Fennell, Jr.	843-355-5571
Board Chair	Mrs. Barbara McKenzie	843-382-3980

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	16	62	37

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	No
2004	Excellent	Excellent	Yes
2005	Excellent	Below Average	Yes
2006	Excellent	Excellent	Yes

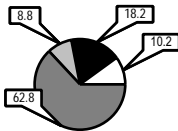
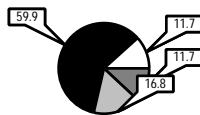
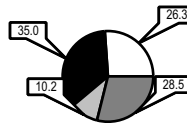
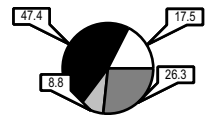
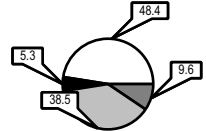
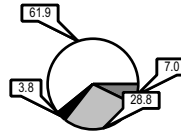
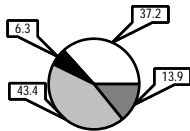
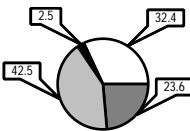
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

100.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	149	98.7	8.9	8.9	63.7	18.5	85.9	Yes	Yes
Gender									
Male	79	98.7	11.0	9.6	58.9	20.5	83.6	N/A	N/A
Female	70	98.6	6.5	8.1	69.4	16.1	88.7	N/A	N/A
Racial/Ethnic Group									
White	3	33.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	146	100.0	8.2	9.0	64.2	18.7	86.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	121	100.0	3.6	8.2	65.5	22.7	92.7	N/A	N/A
Disabled	28	92.9	32.0	12.0	56.0	0.0	56.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	98.7	8.9	8.9	63.7	18.5	85.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	98.7	8.9	8.9	63.7	18.5	85.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	98.6	9.7	9.7	62.9	17.7	84.7	Yes	Yes
Full-pay meals	11	100.0	0.0	0.0	72.7	27.3	100.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	149	98.7	10.4	17.0	11.9	60.7	79.3	Yes	Yes
Gender									
Male	79	98.7	13.7	21.9	9.6	54.8	75.3	N/A	N/A
Female	70	98.6	6.5	11.3	14.5	67.7	83.9	N/A	N/A
Racial/Ethnic Group									
White	3	33.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	146	100.0	9.7	17.2	11.9	61.2	79.9	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	121	100.0	3.6	10.9	11.8	73.6	85.5	N/A	N/A
Disabled	28	92.9	40.0	44.0	12.0	4.0	52.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	98.7	10.4	17.0	11.9	60.7	79.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	149	98.7	10.4	17.0	11.9	60.7	79.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	138	98.6	11.3	17.7	10.5	60.5	78.2	Yes	Yes
Full-pay meals	11	100.0	0.0	9.1	27.3	63.6	90.9	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	149	100.0	26.3	10.2	28.5	35.0	63.5
Gender							
Male	79	100.0	33.8	10.8	29.7	25.7	55.4
Female	70	100.0	17.5	9.5	27.0	46.0	73.0
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	146	100.0	24.6	10.4	29.1	35.8	64.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	121	100.0	10.9	10.9	34.5	43.6	78.2
Disabled	28	100.0	88.9	7.4	3.7	0.0	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	100.0	26.3	10.2	28.5	35.0	63.5
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	149	100.0	26.3	10.2	28.5	35.0	63.5
Socio-Economic Status							
Subsidized meals	138	100.0	28.6	7.9	27.0	36.5	63.5
Full-pay meals	11	100.0	0.0	36.4	45.5	18.2	63.6

Social Studies							
All Students	149	100.0	17.5	8.8	26.3	47.4	73.7
Gender							
Male	79	100.0	25.7	9.5	27.0	37.8	64.9
Female	70	100.0	7.9	7.9	25.4	58.7	84.1
Racial/Ethnic Group							
White	3	100.0	I/S	I/S	I/S	I/S	I/S
African American	146	100.0	15.7	9.0	26.9	48.5	75.4
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	121	100.0	3.6	7.3	31.8	57.3	89.1
Disabled	28	100.0	74.1	14.8	3.7	7.4	11.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	149	100.0	17.5	8.8	26.3	47.4	73.7
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	149	100.0	17.5	8.8	26.3	47.4	73.7
Socio-Economic Status							
Subsidized meals	138	100.0	19.0	8.7	26.2	46.0	72.2
Full-pay meals	11	100.0	0.0	9.1	27.3	63.6	90.9

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	172	100.0	3.7	22.4	64.6	9.3	73.9
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	149	98.7	8.9	8.9	63.7	18.5	82.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	172	100.0	6.8	26.1	43.5	23.6	67.1
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	149	98.7	10.4	17.0	11.9	60.7	72.6
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	172	100.0	14.3	40.4	29.8	15.5	45.3
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	149	100.0	26.3	10.2	28.5	35.0	63.5
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	172	100.0	9.3	15.5	31.1	44.1	75.2
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	149	100.0	17.5	8.8	26.3	47.4	73.7
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 723)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	7.7%	Up from 6.1%	4.1%	2.8%
Attendance rate	97.2%	Up from 96.7%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%	Down from 8.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%	Down from 9.3%	0.0%	0.0%
Eligible for gifted and talented	0.6%	Up from 0.0%	3.8%	10.4%
On academic plans	N/A	N/AV	48.9%	33.6%
On academic probation	N/A	N/AV	2.1%	1.0%
With disabilities other than speech	7.5%	Up from 7.2%	7.5%	7.5%
Older than usual for grade	0.9%	Down from 1.2%	1.6%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 41)				
Teachers with advanced degrees	48.8%	Down from 53.3%	52.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.8%	N/A	4.9%	2.4%
Teachers with emergency or provisional certificates	2.7%	Up from 0.0%	3.3%	0.0%
Teachers returning from previous year	83.8%	Down from 88.8%	83.1%	87.3%
Teacher attendance rate	93.4%	Down from 94.1%	94.5%	94.9%
Average teacher salary	\$39,953	Up 1.6%	\$41,503	\$42,485
Prof. development days/teacher	10.8 days	Down from 12.0 days	15.0 days	13.3 days
School				
Principal's years at school	2.0	Down from 17.0	4.5	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.1 to 1	16.4 to 1	18.6 to 1
Prime instructional time	89.5%	Down from 90.2%	88.2%	89.7%
Dollars spent per pupil*	\$5,316	Up 1.1%	\$7,919	\$6,557
Percent of expenditures for teacher salaries*	67.2%	Down from 67.4%	60.4%	64.0%
Percent of expenditures for instruction*	69.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	35.6%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	6.2%
Classes in high poverty schools not taught by highly qualified teachers	22.7%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of W. M. Anderson Primary School, a Distinguished Title I School, is to work together to produce life-long learners that are respectful, responsible, and productive. We continue to focus on enhancing the achievement level of all of our students by providing instruction that is based on proven, best practices and support programs.

Collaboration among the faculty, staff, parents, and community members promotes an environment for students to achieve their highest potential and guides them to become lifelong learners in a global society. Numerous opportunities are provided for our students to develop intellectually, socially, emotionally, and physically.

We salute our parents as our partners in education, as well as our volunteers, PTA, School Improvement Council, Williamsburg County Council, and business partners. We know that it is because of their countless hours of time and resources that we are able to receive the many prestigious awards and recognition that we have received over the years. Our goal is to continue to close the achievement gap.

Teresa H. Wright, EdD

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	132	49
Percent satisfied with learning environment	90.5%	89.6%	79.6%
Percent satisfied with social and physical environment	95.1%	92.8%	80.9%
Percent satisfied with school-home relations	83.3%	92.1%	68.8%

*Only students at the highest elementary school grade level at this school and their parents were included.